

## PATH SHOWCASE EVENT 2026

16<sup>TH</sup>-17<sup>TH</sup> JUNE

### SPEAKERS, PRESENTERS, AND PANELLISTS

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#### MASTER OF CEREMONIES



**Dr Denise Frawley** works in the Higher Education Authority (HEA) as a Senior Manager in Access Policy. The Access Policy unit is responsible for leading and monitoring the implementation of the National Access Plan 2022-2028. Prior to her current role, Denise worked as Head of Performance Evaluation and as a Data and Policy Analyst in the HEA. Before her time in the HEA, Denise worked at the Economic and Social Research Institute (ESRI) in Education Research and on the *Growing Up in Ireland* study.



**Dr Aileen Marron** works in the Higher Education Authority (HEA) as a Senior Manager in the Access Policy Unit with responsibility for the Mid-term Review of the National Access Plan and the Fund for Students with Disabilities (FSD). Prior to her current role, Aileen was the Senior Manager in the International Education Unit of the HEA with responsibility for the Erasmus+ programme. Before her work in the HEA, Aileen completed her PhD in Sociology at the University of Limerick.



**Mariana Reis-Efinda** is a Senior Manager in Access Policy at the Higher Education Authority, where she leads strategic initiatives that advance the goals of Ireland's National Access Plan. She has overseen key programmes promoting equitable access to higher education, including the Fund for Students with Disabilities (FSD) and multiple strands of the Programme for Access to Higher Education (PATH).

Mariana currently leads PATH 4 Phase 1 and Phase 2, focused on expanding and enhancing higher education opportunities for students with intellectual disabilities—initiatives she has helped shape and deliver from inception. She is passionate about driving inclusive change across the sector and is particularly motivated by the transformative impact of these programmes on students, institutions, and society.

## DAY ONE

### WELCOME ADDRESS



**Dr Louise Callinan** is Head of Access Policy at the Higher Education Authority, with responsibility for the implementation of the National Access Plan 2022-2028 and overseeing the Programme for Access to Higher Education, a multi-stranded funding instrument to support the achievement of equity of access objectives in higher education. She has held diverse roles across the higher education sector, including academia, national policy and strategy, system development, performance management, and research. She was previously responsible for managing the higher education landscape reform process resulting in the establishment of technological universities and was formerly the Director of the Irish Research Council.

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### DATA THAT COUNTS



**Janice Lau** is the Senior Statistics Manager at the HEA. She leads the development and delivery of the Student Record System (SRS), the national database on higher education students and graduates in Ireland. She is also spearheading the review of the SRS, SRS 2.0. Janice has transformed the visualisation and communication of data, introducing a suite of interactive reports and dashboards. She led the achievement of ISSCoP certification for HEA statistics and novel analyses on student pathways, continuation, and students with disabilities. Prior to joining the HEA, Janice was a Statistician in the Central Statistics Office, working on Further Education Outcomes.

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## DATA GAPS ON NATIONAL ACCESS PLAN (NAP) PRIORITY GROUP STUDENTS

### EVIDENCE-INFORMED INSIGHTS FROM STUDENTS WITH CARE EXPERIENCE AND HIGHER EDUCATION, THE FIRST MULTI-INSTITUTIONAL STUDY IN IRELAND



**Martin Flynn** is the Access UCC Engagement and Support Manager at University College Cork (UCC), where he has championing higher education access and equity for over 17 years. In his role, Martin directs critical student inclusion; school and community outreach, Access post entry support and vital student financial funds. His extensive institutional expertise includes prior leadership roles as the UCC PLUS+ Programme Manager and University Strategic Innovation Fund Project Manager. Martin holds an MA in Education Leadership and Management from The Open University, a Higher Diploma in Software Engineering from UCC, and a BComm from UCC. He is a passionate advocate for removing systemic educational barriers and empowering diverse learner populations.



**Evan Healy** is the Senior Support Officer in Access UCC Engagement and Support at University College Cork (UCC). Evan is an experienced higher education professional with over 20 years of experience at UCC, including previous roles as a Student Support Officer and the Student Budgetary Advisor in Access UCC. Evan has a great interest in staff and student engagement and empowerment. He is passionate on increasing access, equity and success for diverse student learners and shapes his engagements via the principles of Universal Design and inclusion.



**Jennifer Walsh** is a Student Support Officer with Access UCC PLUS, where she has worked for over five years. With more than 15 years' experience across the youth and community voluntary sector, she is deeply committed to promoting equity in higher education and believes strongly in the transformative impact of tailored support within third-level institutions. Jennifer has also worked in community education with Adult Education and Learning Neighbourhoods and is currently the point of contact for Care Experienced Students at University College Cork, advocating for their needs and ensuring they receive the guidance and support necessary to succeed.

## ENHANCING ACCESS TO HIGHER EDUCATION FOR INTERNATIONAL PROTECTION APPLICANTS, REFUGEES AND OTHER MIGRANTS



**Karen Carter** is the Access and Engagement Lead within TU Dublin Access and Outreach Office where she supports individuals from underrepresented backgrounds in accessing higher education. Karen began her career in Family Support before moving into Community Education, developing a strong commitment to widening participation and inclusion. Karen progressed to university as a mature student which brings lived experience when supporting and empowering others on their educational journeys.



**Gráinne Ward** joined TU Dublin in 2019 and is a lecturer in the School of Social Science, Law & Education. Prior to joining TU Dublin, Gráinne worked for nearly 20 years within the Citizens Information Service. Throughout her career Gráinne has always had a particular interest in migrants' rights and entitlements and has several academic qualifications in this field. Gráinne works closely with TU Dublin Access and Outreach and has produced various resources providing information for migrants who want to progress on their education journeys. Gráinne is currently the chairperson of the Migrant Further & Higher Education Support Network.



**Sipiwe Moyo** is a Community Development Worker and Anti-Racism Coordinator at Empower, with significant experience in community development, refugee integration, and anti-racism initiatives. She holds an Honours Degree in Community and Youth Development from Technological University Dublin and a Masters in Refugee Integration from Dublin City University. She currently serves on several influential boards and networks, including the UNHCR Refugee Advisory Board, the All-Ireland Endorsement Body for Community Work, and the European Community Organising Network. As a Racial Justice Facilitator with Irish Network Against Racism and Empower, she supports organisations and communities to build inclusive practices and systems. She is the author of the Organisational Anti-Racism Road Map Toolkit, developed in collaboration with TU Dublin, with a strong focus on anti-racism, higher education, and creating inclusive systems that advance equity, participation, and sustainable social change.

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## PARTICIPATORY APPROACHES IN PRACTICE- STUDENT PARTNERSHIP IN THE NATIONAL ACCESS PLAN MID-TERM REVIEW: WHAT WORKED, WHAT DIDN'T, AND BUILDING MEANINGFUL CO-DESIGN



**Sinéad Lynch** is a PhD candidate in the Institute of Education at Dublin City University, where her research explores how online higher education can widen participation and improve access for disabled students. Alongside her doctoral studies, she lectures in Equality, Access and Inclusion and works with the National Centre for Inclusive Higher Education (NCIHE) at Maynooth University. She contributed to the National Access Plan Mid-Term Review as a Student Advisor with Applied Inspiration and has particular interests in widening participation, student engagement, co-design and inclusive practice in higher education.



**Seán MacDermott** is a mature student at the University of Galway studying a BA in Child, Youth and Family: Policy & Practice, having entered higher education through an access course and now supported as a University Scholar. Seán also works as a Galway City Partnership Peer Support Worker and as Quality Assurance Reviewer with the National Student Engagement Programme.

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## ACCESSIBLE PATHWAYS TO HIGHER EDUCATION

CHAIR: MARIANA REIS-EFINDA (*FOR BIO, PLEASE SEE PAGE 1*)

### CO-CREATING INCLUSIVE PATHWAYS: SUPPORTING TRAVELLER ACCESS TO HIGHER EDUCATION THROUGH COMMUNITY PARTNERSHIP



**Mairéad Cluskey** is a Lecturer in the Department of Environmental Humanities and Social Sciences, Atlantic Technological University (ATU), Mayo with expertise in community development, social inclusion, and participatory practice. As an educator in a Technological University for the past thirteen years, Mairéad has a keen interest how we engage with the many complex problems that we face locally, nationally and globally as educators. Mairéad emphasises reflective practice, critical thinking, and real-world application of theory and brings extensive experience from the community and voluntary sector. She strongly supports inclusive education pathways for underrepresented learners, integrating community development principles into teaching and learning.

## MAINSTREAMING OPEN LEARNING – ONE SIZE DOES NOT FIT ALL



**Dr Bairbre Fleming** is the Director of UCD Access and Lifelong Learning at University College Dublin (UCD). Her work focuses on creating equitable opportunities for underrepresented students. Dr. Fleming leads UCD's "University for All" initiative, championing a whole-institution approach to inclusion by embedding the principles of Universal Design. She is also a collaborator on national projects focused on embedding Universal Design and inclusive practice across Ireland's higher education sector, demonstrating her commitment to increasing access beyond her institution. Bairbre Fleming is a co-editor of the book *Making Inclusive Higher Education a Reality: Creating a University for All*, which showcases international case studies and a whole-institution perspective on transforming access and diversity into systemic change; she is also a lead author of the report *Who Counts? Measuring Inclusion in UCD: Evidence of a university for all*. *Who Counts* demonstrates how data and evidence can drive and inform inclusive policy and planning across the student lifecycle.

## ADVANCING ACCESS TO APPRENTICESHIP FOR MEMBERS OF THE TRAVELLER AND ROMA COMMUNITIES



**Annmarie Mc Donagh** holds a Level 8 Honours Degree in Community Development and Youth Work from TU Dublin. She has extensive experience working as a youth worker, education worker, and social care worker. Annmarie currently works at TU Dublin as the Traveller and Roma Access and Outreach Project Officer, a role supported by HEA PATH Funding.

She is also a member of the Board of Management of the Blanchardstown Traveller Development Group and is a committed advocate for social justice, particularly in relation to Traveller and Roma communities.



**Gareth Fallon** is Programme Chair of the Access to Apprenticeship Programme at TU Dublin. With extensive experience in apprenticeship education, programme development, and learner support, he is committed to creating accessible pathways into apprenticeships and further education. Holding a master's in education, Gareth is passionate about widening participation and supporting learners from diverse backgrounds to develop the skills, confidence, and opportunities needed to succeed. His interests include apprenticeship education, educational access pathways, learner engagement, and social inclusion



**Megan Forrest** is The Irish Traveller Movement's Traveller Apprenticeship Incentivisation Programme Manager. With a career spanning 20 years in senior management positions and working in Ireland's community and voluntary sector since 2018, Megan has developed a deep understanding of the unique challenges and opportunities facing the not-for-profit sector. In her current role, Megan works to expand access to apprenticeship and employment pathways for members of the Traveller Community, combining her strategic skills with a genuine passion for social equity and community empowerment.

## TURN TO TEACHING: BROADENING ACCESS TO INITIAL TEACHER EDUCATION IN MAYNOOTH UNIVERSITY



**Dr. Dilara Demir Bloom** finished her doctoral degree in Sociology at Rutgers, the State University of New Jersey, New Brunswick, in January 2024. She has research experience on community health, labor rights, access to higher education, organizations, and political-economic development, in addition to extensive project design and management experience in social projects in Greece, the United States, and Ireland. She has been the coordinator of the Turn to Teaching and Return to Learning certificate programs in the Department of Adult and Community Education at Maynooth University since January 2024. She is a mixed-methods researcher with a focus on qualitative and community-based participatory action research

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## SPOTLIGHT ON ACCESS PRACTICE

### ACCESS PRACTITIONERS: OUR ROLE, OUR IDENTITY, OUR VISION



**Olive Byrne** is Head of Access at University College Cork, where she leads the University's Access Services and strategic work on widening participation. With over two decades of experience in UCC, she has played a central role in developing outreach programmes, advancing admissions pathways, and building a student support infrastructure that enables student success. Her current work focuses on cross-institutional collaboration, inclusive student pathways, and national access policy. She chairs the Irish Universities Association Access Leaders Group and is a member of the DFHERIS National Access Plan Steering Group



**Dr Deirdre Creedon** has worked in MTU since 1996, initially taking up project management roles for EU funded programmes such as New Opportunities for Women (NOW) and Integra, which involved working with long-term unemployed men. She took up the role of Access Officer in 2003 and since that time, she has led the Access Service from a one-person operation to a team of more than 20 people, providing pre-entry, entry and post entry supports for students who are under-represented in higher education. In 2022, she moved into the Academic Administration and Student Affairs role and more recently took up the MTU Head of Access and Disability post. Recently Deirdre completed her Doctorate in Maynooth University where she explored Access Practice and Community Engagement.



**Aisling McHugh** is Access Officer in South East Technological University, with responsibility for the Carlow and Wexford Campuses. Aisling has extensive experience in all areas of access, having worked in third level access and disability support for 25 years.

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## DAY TWO

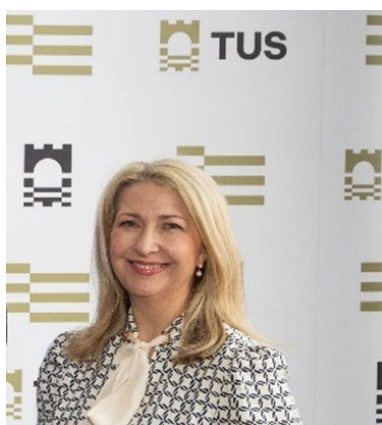
### WELCOME ADDRESS

OLIVIA CLARKE, DFHERIS

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### TRAVELLER & ROMA CULTURAL REPRESENTATION

CHAIR: DR. CAROLANN BARGARY



**Dr Carolann Bargary** manages the Access Service for the TUS Midwest campuses and has overall responsibility for delivering programmes that support students from National Access Plan target groups. She also lectures on the Transitions to Higher Education. Through her work with the Higher Education Authority (HEA) the Department of Further and Higher Education (DHERIS), and the Technological University Association (TUA), she is actively involved in national policy and advocacy work relating to access to higher education as well and contributing to governmental discussions. She represents the access agenda on a number of internal TUS committees and working groups as well as representing TUS on a number of external boards of directors and sectoral committees. Carolann holds qualifications in teacher education, technology enhanced learning and a PhD in Education

### SHOWCASE OF TRAVELLER IDENTITY AND CULTURE VISUAL



**Nathan O'Connor** has worked in the Access and Disability Office since 2020 and currently serves as a Clerical Officer. In this role, he provides administrative support and contributes to the delivery of services that help ensure students can access the supports they need throughout their higher education journey. A graduate of Creative Broadcast & Film Production, Nathan brings a creative and communications-focused perspective to his work. He has used his multimedia skills to develop engaging content that showcases and promotes the work of the TUS Access Service, helping to raise awareness of the supports and opportunities available to students

## VOICE IN VERSE – AN INTRODUCTION



**Alina Kostenko** is a Dublin-based Roma poet and cultural facilitator with extensive experience across community, arts, and higher-education settings. She works with Roma and Traveller learners, families, and schools to strengthen access, belonging, and representation. As the cultural lead for Voices in Verse, she supports young people to create original poetic work rooted in lived experience and cultural identity. Alina also advises higher-education institutions on inclusive practice, anti-racism, and community partnership development for Traveller and Roma students, while advancing the visibility of Roma art within both the Irish and international literary landscape.



**Carmel Hennessy** is the Project Access Officer at TUS Athlone. She coordinates the design and delivery of pre- and post-entry initiatives supporting access and widening participation for underrepresented communities in higher education, with particular responsibility for PATH 3, 4 and 5 as well as HEAR. She has co-designed the Voices in Verse Project and was part of the team that co-authored the *Community Needs Analysis on Traveller and Roma students' experiences of Higher Education*. Carmel is committed to a social justice approach, developing values-led processes for meaningful engagement that support equitable access, participation and success.

## SUPPORTING TRAVELLERS TO ACCESS AND FLOURISH IN HIGHER EDUCATION



**Harry Mallon** is the Traveller and Roma Education Officer with the DCU Access Service. He works to support Traveller and Roma students through outreach, access, and progression initiatives, helping to create inclusive pathways into and through higher education.



**Cathy McLoughlin** is the Head of DCU Access Service — one of Ireland's largest university-based access programmes. The service provides an extensive range of support to students, starting in primary school and continuing through to graduation, encompassing both a comprehensive outreach programme and dedicated post-entry support



**Johnny McDonnell** is the Community Link Worker (TRES) for Tallaght and Clondalkin. Previously, he worked as an Education Worker with the STAR Programme (NSP), supporting Traveller and Roma children, young people, and families to engage with education and access opportunities.

## BUILDING TRUST THROUGH CO-CREATION: ADVANCING TRAVELLER ACCESS, PARTICIPATION AND SUCCESS AT THE UNIVERSITY OF LIMERICK



**Deirdre O'Connor** leads the University of Limerick's PATH 5 programme and previously led PATH 3 for the Mid-West Cluster, while also serving as UL lead for Dormant Accounts Funding initiatives supporting Traveller and Roma students in higher education. With extensive experience in advancing the access agenda, she combines strategic insight with strong operational expertise and is recognised for her collaborative leadership and commitment to promoting access, participation, and student success. Through her work, Deirdre has helped shape more inclusive pathways into higher education, supporting students from underrepresented communities to see themselves reflected, valued, and able to succeed.



**Edel O'Donnell** is the Minceir/Traveller Programme Coordinator at the University of Limerick, where she supports access, participation and success for Traveller students in higher education. She works collaboratively with students, communities, and colleagues to co-create activities and supports that enhance the student experience throughout their time at university. With a background in community development, Edel has extensive experience working at grassroots level and advocating for underrepresented groups. Her work is grounded in a commitment to equality, empowerment, and community engagement, with a particular focus on strengthening connections between higher education and Traveller communities.

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## REFLECTIONS ON PATH – RESEARCH LEARNINGS

CHAIR: PADRAIG FLYNN, DFHERIS

### FROM FET TO ITE: LEARNINGS AND REFLECTIONS FROM THE ACCESS TO POST-PRIMARY TEACHING (APT) PROJECT AT ATU ST ANGELAS



**Dr Eileen Kelly-Blakeney** teaches in the Home Economics Department of ATU on the St Angela's campus and has been involved in the field of initial teacher education (ITE) for over thirty years. Eileen was project lead and PI for the ATU St Angela's strand of the *Access to Post-Primary Teaching (APT) Project*, a PATH1-funded collaborative project with the School of Education, University of Galway, which ran from 2017 until 2024. The ATU St Angela's APT project developed a new direct entry route into ITE for students holding a FET qualification.



**Caoilfhinn Durkan** completed a QQI-FET Social Studies award at Sligo College of Further Education in 2018 before progressing to teacher education in St. Angela's College through the APT Project. As the first student to graduate through the pathway in 2023, she offers a unique perspective on the impact of access initiatives and alternative routes into higher education. Caoilfhinn now teaches Home Economics and Religious Education in Mount Carmel Secondary School and is committed to encouraging students to avail of the many pathways available to achieve their goals.

## THE EVOLUTION OF THE 1916 BURSARY: A REFLECTION TO MARK THE TENTH ACADEMIC CYCLE OF THE BURSARY



**Dr Celia Keenaghan, Participation Officer, ATU**, is a passionate advocate for equity in education, whose career reflects a deep commitment to driving systemic change for greater equity and inclusion. With a long-standing career grounded in social justice, social change and community empowerment, Celia brings extensive experience in mentoring, facilitation, and collaborative working across sectors to advance inclusive practice in areas including health, education, community development and business. She is driven by a belief in education as a transformative force and over the last number of years has been actively involved in PATH 2 and PATH 3 in the WNW Cluster



**Dr Karina Curley** has been employed since 2019 at Dublin City University (DCU) as the Widening Participation Officer. In this role, she manages the 1916 Bursary scholarships for the MEND regional cluster and coordinates the University of Sanctuary programme in DCU. She is currently co-chair of the University of Sanctuary Ireland Steering Committee. Karina has extensive experience in inclusive education and is an advocate for equality of educational opportunities.



**Fiona Sweeney** is Head, Outreach Engagement and Transition in University College Dublin. Fiona's portfolio of responsibilities includes UCD's Outreach programme for students for underrepresented groups, UCD access Scholarship programme – Cothrom na Féinne, student transition including the ALL student welcome and student finance. She has over 25 years' experience of leading strategic projects in the community and education sector. She is a member of both PATH2 1916 Operational Review group and Strategic Steering group

## CRITICAL FACTORS ENABLING EFFECTIVE PATH 3 INTER INSTITUTIONAL PARTNERSHIPS: EVIDENCE INFORMED INSIGHTS FROM THE SOAR PROJECT



**Olive Byrne** (*For bio, please see page 9*)

## A COMMUNITY NEEDS ANALYSIS WITH TRAVELLER AND ROMA STUDENTS ON THEIR EXPERIENCES OF HIGHER EDUCATION



**Carmen Mihai** is a dedicated advocate of Roma heritage with a strong legal background and a longstanding commitment to advancing social justice and equality. She has contributed as a peer researcher and author on the CNA, Whidden Workshops, and Change Makers projects, drawing on both her lived experience and legal expertise to support community-led research and foster meaningful social change. Her work is focused on promoting equity, amplifying Roma voices, and addressing systemic barriers through a combination of legal advocacy, research, and grassroots engagement



**Carmel Hennessy** (*For bio, please see page 12*)



**Harry Mallon** (*For bio, please see page 13*)



**Vanessa Paszkowska** is the National Traveller Youth Training Officer with the Irish Traveller Movement, supporting the empowerment and leadership development of young Travellers across Ireland. She holds a bachelor's degree in law and criminology and a master's degree in Community and Youth Work. Her master's dissertation explored effective engagement with the Roma community in community development settings, with a focus on fostering inclusive, community-led leadership. Previously, Vanessa worked as a Roma Education Worker at Pavee Point and has contributed to a range of research projects, including studies on Traveller and Roma students' experiences in higher education, Roma employment in Ireland, and the dissemination and analysis of findings from the FRA Roma and Traveller Survey 2025. Vanessa works through the lens of democratic and community development values

## PATH AS A MECHANISM FOR THE DELIVERY OF NAP OBJECTIVES

### WORKSHOP: AN INTERACTIVE MINI HACKATHON (ATU & UNIVERSITY OF GALWAY)



**Elaine Ryan** works in the Access Centre at the University of Galway, where her role focuses on developing and coordinating educational supports for Irish Traveller and Roma students. Elaine has extensive experience in community empowerment and widening participation, working to increase access, opportunity, and inclusion for underrepresented communities. Her work centres on community engagement, outreach, and pre entry initiatives that support underrepresented learners to access, transition into, and succeed in higher education. Elaine is particularly committed to culturally responsive practice and strengthening pathways between Traveller and Roma communities and the University.



**Dr. Ellen McCabe** has been engaged in educational design and research for over 17 years. Ellen began her career in architecture, later pivoting to creative media and educational technology, earning her PhD in Digital Arts and Humanities at The University of Galway in 2016. Her book *Living the Stories We Create: Preparing Students for the Digital Age* was published by Springer in 2018. Ellen has also published a series of articles for The Guardian and The Irish Times. In her role as an instructional designer, she has supported staff across the ATU in the development of innovative pedagogies and inclusive practices.



**Mary Nolan** is a Lecturer in Engineering and Academic Developer at Atlantic Technological University, Sligo. She is a Chartered Engineer, Senior Fellow of Advance HE, and PhD researcher exploring how lived experience and ethics of care can support engineering students to reflect on the social consequences of engineering practice. Her work focuses on inclusive engineering education, reflective practice, human-centred design, and widening participation. Mary has contributed to access and inclusion initiatives, including ATU's HEA PATH 4-funded Project WAVE. She also brings experience in participatory workshop development and creative approaches, including LEGO Serious Play, to foster inclusion, belonging, and meaningful engagement.



**Róisín Birch** is the Schools and Community Outreach Coordinator in the Access Centre at University of Galway, where she leads outreach and widening participation programmes that support underrepresented learners in accessing higher education. Her work focuses on developing partnerships with schools, communities, and educational stakeholders to promote equitable access, aspiration, and belonging. Róisín coordinates the Uni4U primary school programme and is particularly interested in innovative approaches to widening participation, student engagement, and fostering meaningful connections between learners, communities, and the education sector.



**Dr. Jack Saad** is a Lecturer in Automation and Robotics at Atlantic Technological University (ATU), teaching across programmes in Automation and Digital Manufacturing. His background combines hands-on industrial robotics and simulation tools, with previous industry experience as an R&D Engineer at CGControls and research collaboration with CSIRO (Australia) on 3D laser scanning for autonomous systems. Jack is actively engaged in innovative and inclusive learning initiatives. He leads ATU's participation in the global "Invent for the Planet" (IFTP) design sprint and is the founder of Aristo Academy, a STEAM initiative promoting robotics and creative engineering education for young learners in Egypt. His work connects engineering, innovation, and inclusive education practice.



**Dr. Celia Keenaghan**, Participation Officer at ATU is a passionate advocate for equity in education, whose career reflects a deep commitment to driving systemic change for greater equity and inclusion. With a long-standing career grounded in social justice, social change and community empowerment, Celia brings extensive experience in mentoring, facilitation, and collaborative working across sectors to advance inclusive practice in areas including health, education, community development and business. She is driven by a belief in education as a transformative force and over the last number of years has been actively involved in PATH 2 and PATH 3 in the WNW Cluster.



**Kevin Cunningham** is a learning technologist at the ATU Teaching and Learning Centre in Galway and Mayo. He began this role in January 2021 after completing a doctorate focused on enhancing student engagement through course design. His action research examined existing teaching practices, implemented a student-centred Problem-Based Learning approach and evaluated how course design influences teaching learning and assessment. In his position Kevin collaborates with academic staff and programme teams to improve engagement and teaching practices. He supports change through workshops, including Lego Serious Play, and provides services and training to help educators design effective enjoyable and efficient learning experiences.



**Sinéad Campbell**, Traveller and Roma Education Officer at ATU has contributed to the development of the University's first Traveller and Roma Framework and corresponding action plan reaffirming the University's commitment to improving access to higher education for Traveller and Roma communities. Sinéad represents the University on a number of groups building relationships with a wide range of external stakeholders. With over 25 years' experience in the education sector including community, further education and training, guidance counselling, access and widening participation, Sinéad brings a diverse wealth of experience to her role. Sinéad has worked on and contributed to a range of PATH-funded projects and initiatives.